



Statement on Inclusive Pedagogy at Cardinal Wiseman Catholic School

At Cardinal Wiseman Catholic School, teachers have committed to making the following adjustments in lessons to support students whose Special Educational Needs disadvantage them pastorally:

- Provide a calm and safe environment.
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- Attuned use of voice and gesture
- Increased waiting time
- Speaking at an appropriate pace, using facial expression to support the messaging
- A considered approach to your use of language when teaching: vocabulary, short sentences, pauses, checking understanding, personalisation in questioning, avoidance of ambiguity
- Use of visual supports to structure and organise the learning environment, for example labels, lists, task break-down prompts, and timetables
- Mitigate sensory overload
- Find out all you can about the learners background to help you understand how you might better understand what they are communicating to you through their behaviour
- Pay attention to small social or learning behaviours and praise it immediately - 'It's lovely to see that you are looking at me, and are ready to start your maths' or 'Thank you for being so kind when you picked up that pencil and put it back in the correct place'. It is likely you will get more positive behaviour as a result
- Engineer success by teaching and rehearsing the social code, (C4L and Wiseman Virtues)
- Avoid learners becoming ashamed or embarrassed by what you say. This may trigger a negative behaviour response
- When responding to behaviour difficulties try to stay calm and not raise your voice. This will let learners know that you are managing your own emotions and are not losing control

- Be confident to notice small misdemeanours and quietly comment on these.
This will reduce the likelihood of situations escalating

At Cardinal Wiseman Catholic School, teachers have committed to making the following adjustments in lessons to support students whose Special Educational Needs disadvantage them academically:

1. Regular comprehension checks
2. On-the-spot formative assessment
3. Prompting from generic to specific, before modelling or correcting
4. Repeating key information in simplified language direct instruction
5. Increase wait times
6. Control pace/ quantity of new information.
7. Routine use of visuals (including diagrams) to support explanation
8. Ensure that slides (& instructions) are shared with Teaching Assistants in advance of the lesson
9. Additional scaffolding at different points in the lesson
10. Anticipated misconceptions before lessons
11. Live modelling of example responses, (e.g. using non-examples/examples that need improving)